



School Improvement Plan SY 2022-23

Lakewood Community School

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Pinellas County Schools

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Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

School Improvement Plan 2022 - 2023

Administrator:	Godfrey Watson
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School Vision	100% student success.
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School Mission	To provide a quality learning environment which enables adults to become literate, economically self-sufficient, and productive members of society.
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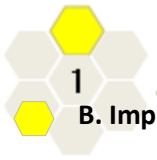
School Data

Age Breakdown:					
Total School Enrollment	16-18	19-24	25-44	45-59	60+
2018	1059	343	399	166	51

Adult Ed State Targets Met	2022	2021	2020	2019
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Proficiency Rates	ABE		GED		ESOL/CCRs		AHS		Co-Enrolled		Total	
	21-22 %	20-21 %	21-22 %	20-21 %	21-22 %	20-21 %	21-22 %	20-21 %	21-22 %	20-21 %	21-22 %	20-21 %
Students earning 1 or more LCP	49	14	70	47	46	38	86	48	66	54	63	40
Enrollment	425	442	316	101	260	535	71	114	1,117	449	2022	1524

School Leadership			
Position/Role	First Name	Last Name	Years at Current School
Administrator	Godfrey	Watson	4-10 years
Coordinator	Toni	Molinaro	Less than 1 year
Lead Teacher ABE/GED	Maria	Wallen	4-10 years
504 Liaison	Patty	Brewer	4-10 years
Lead Teacher ESOL	Reggie	Zanardini-Rojas	1-3 years
Total Instructional Staff:	FT: 9	PT: 64	
Counselor:	FT: 1	PT: 1	
Total Support Staff:	FT: 3	PT: 0	



Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem-solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving gains will increase from 63% to 65% .

1. Priority 1: Standards-based instruction

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the number of all Adult Basic Education (ABE) earning Literacy Completion Points (LCPs) at Lakewood Community School (LCS) will increase from 49% to 53%.

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percent of all English Language Learners (ELL) students earning LCPs will increase from 46% to 50%.

3. Priority 3: Standards-based instruction

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support Standards-based instruction, then the percent of Co-Enrolled LCPs will increase from 66% to 70%.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
	<i>EXAMPLE: Leadership Team</i>	All Priorities	<i>Monitor instructional implementation of grade-level standards to increase student FSA proficiency</i>	<ul style="list-style-type: none"> <i>Training on Lesson Planning Resources,</i> <i>Preconference,</i> <i>Weekly instructional reports,</i> <i>Prep PLC agendas</i> 	<i>Principal</i>	<i>Assistant Principal(s)</i>	<i>Weekly on Tuesdays</i>	<ul style="list-style-type: none"> <i>Lesson plans aligned to standards, with targets and performance scales,</i> <i>Planned and completed student work requiring practice with complex text and its academic language</i>



Continuous Improvement

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
1.	Leadership Team	All Priorities	Monitor instructional implementation to increase student eCASAS proficiency.	<ul style="list-style-type: none"> Share new Instructional standards Walk-throughs, observations and feedback. 	Administrator Coordinator	Administrator Coordinator	Bi-weekly	<ul style="list-style-type: none"> Lessons aligned to standards FOCUS LCP reports FOCUS Attendance reports eCASAS Reports
2.	Co-Enrolled & Adult High School Instructional Staff	Priority 3	Maximize student success and increase LCP's for 2022/23 school year.	<ul style="list-style-type: none"> Transcripts evaluated Provide targeted instruction 	Teachers Counselors	Administrator Coordinator Counselors Teachers	As needed	<ul style="list-style-type: none"> Instruction delivery is aligned with best practices FOCUS LCP reports FOCUS Attendance reports Teacher Tracking
3.	ESL, ABE and GED Instructional Staff	Priorities 1 & 2	Maximize student success and increase the number of LCP's for 2022/23 school year.	<ul style="list-style-type: none"> Alignment of instruction to standards. PLC Coordination and planning. Walk-throughs and informal feedback. Tracking of student hours and post-tests 	Coordinator Lead Teachers	Administrator Coordinator Lead Teachers Teachers	Monthly	<ul style="list-style-type: none"> Walk-throughs are aligned with expectations Lessons aligned to standards FOCUS LCP reports show increase FOCUS Attendance reports FOCUS Under 10 Reports



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
4.	504 Team	All Priorities	Maximize student success by implementing strategies to help students succeed that are in line with 504 plans.	<ul style="list-style-type: none">• 504 Meetings• Through intake and orientation• Reach out to partner services when applicable• Training faculty and staff	504 Liaison	Administrator Counselor DMT 504 Liaison Teachers	Monthly reports & As needed	<ul style="list-style-type: none">• Lesson Plans use 504 plan accommodations• 504 FOCUS reports• 504 meeting minutes and sign in sheets



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW: Student Climate Survey- Relevance

REFLECTION (4-Step Problem-Solving):

- In the survey, only 16% of the students could identify the relevance of their studies with their career pathway.
 - The problem/gap in student responses may be traced to a lack of opportunity or resources for students to explore technical and college career opportunities.
 - By implementing a process where teachers aggregate students' responses of their career goals, administrators and guidance counselor can coordinate speakers, tours, referrals and field trips.
 - Students who participate will fill out a survey after the experience so that the counselor, teachers, and administrators can analyze its success.
5. **GOAL:** Lakewood Community School will provide several student opportunities to connect their educational goals with their career goals so the 25% of the students surveyed will be able to connect their studies with their career pathway.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on academic supports to meet the needs of all students.

- Provide effective intake and orientation, then aggregate career choices to a database.
- Counselor can provide referrals and/or tours for students. Administration can secure speakers at various sites to learn about different career paths.

7. ACTION STEPS: (Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Teachers document careers in database after Adult Career Pathway orientations.	Teachers	• As necessary
Identify and promote activities for students that provide them an opportunity to learn about careers of interest from professionals in the field.	Administration/Counselor	• Monthly

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priorities: Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Central Staff- PTC Career Counselor and DWT trainings	All support instructional and administrative staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. By providing a safe and secure place of learning, teachers will build relationships with their students to foster an environment of a growth learning experience, and they will want to attend class and complete a post-test.
2. The problem/gap is to remove apprehension and barriers that prevent persistence.
3. If Administration monitors and analyzes monthly attendance reports and implement procedures for retention, this will stabilize attendance and increase our post-test rate from 38% (20-21) to 46% (22-23).
4. We will analyze and review data for effective implementation of strategies monthly, utilizing FOCUS attendance and LCP reports.

5. GOAL:

Student attendance will improve by 8%, such that our *completers* will account for 46% of enrollment, as evidenced by FOCUS withdrawal codes and LCP Post Test data reports.

6. STRATEGIES: *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

- Strengthen the attendance problem-solving process to address and support the needs of students across all students on an ongoing basis.
- Strengthen the implementation of interventions to address and support the needs of students who miss more than 3 days.

7. ACTION STEPS: *(Adapt and tailor the action steps to meet the needs of your school to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<i>Review attendance process and school-wide strategies for positive attendance with all staff.</i>	Administrator Coordinator	Monthly
<i>Implement attrition procedures such as contact sheets</i>	Coordinator Teachers	Ongoing
<i>Engage students with data chats to inform them of attendance and testing goals</i>	Teachers	Ongoing
<i>Track testing and schedule students for post testing</i>	Counselor Teachers	Ongoing
<i>Ensure attendance is accurately taken and recorded daily and reflects the appropriate entry codes (e.g. Pending entries cleared).</i>	Coordinator DMT Teachers	Ongoing

8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement

Priorities: Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based learning opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monthly Faculty Meetings	All faculty & Staff & Administrators	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Orientation and Career Pathways Training	Administrator Counselor Teachers	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Academic Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

GOALS: Write your goals as goals to be Specific, Measurable, Actionable, Realistic, and Timely.

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when is it occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



A. ABE Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our problem was that the TABE was not aligned with curriculum offered.
2. The move to CASAS Goals and the alignment of new Essential Education Software should facilitate the transition from ABE to GED.
3. Staff will continue to receive professional development to incorporate strategies to improve instruction.
4. If curriculum and instructional changes prove effective, the number of students transitioning into GED Prep will increase by 10%.
5. **GOALS:** If curriculum and instructional changes prove effective, the number of students transitioning into from ABE into GED Prep will increase by 10%.

STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- Strengthen staff ability to engage students in complex tasks.
- Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.

6. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
All ABE/GED instructors will implement the new Essential Ed resources.	Teachers	As Needed
Lead Teachers will provide support to all FT and PT instructors in the effective use of the new resources.	Lead Teacher	As Needed
Teachers will monitor and track student performance as it relates to the incorporation of the new resources.	Administrator Coordinator Teachers	Monthly

7. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priorities:

- Priority 1 Priority 2 Priority 3

8. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
PLC meetings: Meeting with teachers	Lead teacher ABE/GED teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Training in the effective use of resources in Essential Ed	Lead teacher ABE/GED teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. GED Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. In 2021-22 reporting from PTC's local data confirmed 18% of GED students prepared for post-secondary by meeting with PTC to explore programs and opportunities..
2. We expect our performance level to improve to 22% during 2022-2023 reporting year.
3. The problem/gap is occurring due to lack of promoting IET lessons and creating greater awareness of PTC programs.
4. If we achieve better coordination and effective use of marketing communications, GED teachers and PTC staff will inform GED students of their programs in hopes to develop greater interest to meet in future educational opportunities.

5. GOALS:

The percent of GED students being referred to PTC will increase from 18% students to 22%, as measured by the spreadsheet provided by PTC Occupational Specialist.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Enhance staff capacity to support students through purposeful activation and transfer strategies.
- Support staff to utilize orientation procedures that outline career interests and set career pathways.
- Intensify supports for students in obtaining industry certification.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
GED teachers will coordinate classroom visits with PTC Occ. Spec. to meet with students and explore student interests and highlight PTC programs that align up with student interests.	Administrator Coordinator Counselor ABE/GED teachers	Several times a year
When GED students have successfully completed three GED tests, their name and contact information will be emailed to the Ad. Ed CTE Occupational Spec.	ABE/GED teachers PTC Occupational Specialist	As needed

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1
- Priority 2
- Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
ABE/GED and counselors will continue IET Professional Development and training	ABE/GED Teachers Counselor PTC Occupational Specialist	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Intake and Career Pathway trainings	Administration All Staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. ESOL Goal

DATA SOURCES TO REVIEW:

1. In 2022-23, we will use this year as a benchmark for enrollment for LCS's ESOL program.
2. We expect to increase the ESOL program size for the 2022-2023 school year.
3. The problem/gap is occurring due to consolidation of ESOL Adult Education programs; hence, the reopening of LCS will allow new opportunities to open and expand the ESOL program.
4. With the focus of expanding on evening ESOL at LCS, we would hope to have a 25% increase in enrollment.

5. GOALS:

To grow the percentage of ESOL students by 25% based on Focus Attendance reports and S-term's enrollment number of 13.

The percent or number of students post testing in CASAS will increase from 37% to 41%, an increase of 3%, as measured by CASAS posttest records in Focus CTAE.

6. STRATEGIES: *(Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)*

- Enhance teacher capacity to support growth of ESOL classes.
- Strengthen teacher practice to meet the needs of ESOL population.
- Provide teachers with the curriculum and standards development needed to maximize student achievement.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Provide trainings and PLC meetings for instructional strategy support	ESOL Lead Teacher ESOL Teachers	monthly
Reach out to K-12 schools to provide information to ESL parents of school children	Administrator Coordinator	Twice a year

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Burlington English coaching and mentoring	Lead ESL Teacher ESOL Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Review new FDOE adult ESOL frameworks training	Central Staff Coordinator Lead ESOL Teacher ESOL Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



D. AHS Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current completion rate was 24% as evidenced in FOCUS graduation completion reports.
2. We expect our student completion performance to show a growth rate of 4% for the 2022-2023 school year.
3. The problem/gap is consistent attendance for completion. Many leave the program finding familiarity and confidence in working in Apex.
4. If students meet with a counselor and develop a plan of action and a timeline, we hope to increase completion rate by 4% to 28%.

5. GOALS:

The percent of all students who will complete 9900010 and earn a diploma will increase from 24% to 28% as evidenced in FOCUS reporting.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Prior to enrolling in the program, students will meet with a counselor to discuss classes and tests needed to graduate.
- Teachers will build a rapport with students, help to build their confidence and remind them of the progress of their plan through informal data chats.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Use Graduation Checklists to efficiently and effectively determine student needs and best placement.	Counselor ABE/GED/AHS teachers	At student intake
Create a success plan outlining all courses needed, develop a timeline and action plan for success.	Counselor AHS teachers	monthly
Improve implementation of ACT Test Prep, as well as EOC review prep.	Coordinator AHS Teachers	Fall and spring

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
<ul style="list-style-type: none"> • Reach out to non-graduates within zip code area. • Counselors will attend DWT and professional trainings to keep current with high school graduation requirements. • Implement Action plans including, if needed, Intensive Reading course to earn concordant scores for Certificate of Completion students. 	Administrator Coordinator Counselors AHS Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



E. Co-Enrolled Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance included earning 737 LCP's or 66% during the 2021-2022 school year as evidence in FOCUS reports.
2. We expect our performance level to be 70% for the 2022-2023 school year.
3. The problem/gap this year is the number of students not completing a class. We believe through early implementation, we hope students will be able to become completers.
4. If we build upon current relationships with the high school partners to provided services early, we hope to increase our LCP's by 4% as evidenced by FOCUS reporting.

5. GOALS:

The percent of all co-enrolled students who earn LCP's will increase by 4% as reported in 2022-2023 FOCUS reports.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- Build upon cooperative relationships with partner schools to maximize effective resource allocation aimed at building achievement.
- Effectively leverage the tools of the Apex platform to generate increased student engagement, commitment, and success.

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Collaborate with local high schools to implement Co-enrolled programs starting in the fall	Administrator Coordinator	Fall 2022
Implement procedures for: <ol style="list-style-type: none"> 1. Attendance and sign in sheets 2. Weekly monitoring of student progress 3. Monitor completions of LCP's 	Coordinator APC's at High Schools Guidance Counselors DMT	As needed Monthly

MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priorities:

- Priority 1 Priority 2 Priority 3

8. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
APEX trainings as needed	HS Instructional Staff Coordinator	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Collaborative meetings with high school partners as needed	Coordinator APC's at High Schools Counselors at High Schools	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



F. Healthy Schools Goal

Exemplar

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 20% staff participation, as evidenced in participation in our wellness activities.
2. We expect our performance level to double by June 2023.
3. The problem/gap is occurring because a lack of activities.
4. If we increase offerings the participation will increase from 20% to 40%

5. SMART GOALS:

The percent of all staff involved in a monthly Wellness Champion sponsored activity will increase from 20% to 40% as measured by sign-in sheets at sponsored activities.

6. STRATEGIES: *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)*

- We will have seminars and workshops to promote our Healthy School Goals

7. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Promoting wellness activities at staff meetings	Wellness Champion	Monthly
Highlight incentive program	Wellness Champion	Monthly
Current participants will recruit new participants	2022-2023 Participants	Monthly

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority:

- Priority 1 Priority 2 Priority 3

9. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
District wellness personnel will conduct Information Sessions	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Outside agency training	All staff	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3

Subgroups

A. 504 Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 37% of the 67 students with 504 plans earned at least 1 LCP in 2021-2022, as evidenced by FOCUS reports.
2. We expect our level of performance to be 41% by the end of 2022-2023.
3. The problem is occurring due to lack of instructional strategies designed to help student achievement.
4. If an increase in supports for teachers occurs and an implementation for monitoring students with 504 plans increases, the problem will improve by 4% as evidenced in FOCUS LCP reports.
5. **SMART GOALS:** The percent of students with 504 plans achieving at least one LCP in 2022-2023 will increase from 37% to 41% as measured by eCASAS goals reports and FOCUS data reports.

6. STRATEGIES:

The 504 team will meet bi-monthly to review our intake data to make recommendations for further processing.

1. ACTION STEPS: *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT	WHO	WHEN
are you doing to implement these strategies?	is leading this step?	is it occurring?
Conversations with incoming students, which gives them opportunities to self-disclose about disabilities or past difficulties regarding learning. Student Rights and Responsibilities, Authorization for Release and/or Request for Information will be signed by students for processing.	Counselors ABE/GED/ESOL Teachers 504 Liaison	As needed during intake
Set up the 504 Team Meeting once all necessary documents are signed. Create the Funding Matrix and 504 Plan so that it can be input into FOCUS, available to all teachers of the student.	Counselors Teachers DMT	As needed during intake
Students with 504 plans will be monitored closely for retention and to provide support in monitoring progress. Interventions and accommodations will be shared with students to help achieve success. Monitoring includes: Discussing academic progress in PLC meetings, monitoring FOCUS reports for LCP's and Attendance.	ABE/GED/ESOL Teachers Lead Teachers Counselor	Monthly and as needed in classroom
Work with the 504 liaison and GED Testing centers to ensure proper accommodations are provided.	504 Liaison DMT GED Teachers	As needed

2. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): Priority 1 Priority 2 Priority 3

3. PROFESSIONAL LEARNING: *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Conferences and emails with 504 Coordinator to teachers to keep everyone updated about accommodations granted for testing	Guidance Counselor and other members of the 504 Team	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3
Attend 504 related Professional Development offered at all district workshops, such as Summer Symposium, District Wide Training, etc.	Guidance Counselor, members of the 504 Team and Administration et. al.	<input checked="" type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3